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ICMEE Learning Packets: LEVEL 2 of English
Proficiency (K-12)

International Coalition for Multilingual
Education and Equity (ICMEE)

2020

9th–10th Grade: English Level 2, Learning Packet #3 • Theme: Finding Your Voice

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LEARNING PACKET #3

The logo of the University of Nebraska Lincoln, featuring the word "Nebraska" in a large, stylized red font, with "UNIVERSITY OF" in a smaller white font above it, and "Lincoln" in a white serif font below it.

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Morgan Spanel**
in collaboration with Aaron Johnson and Alexa Yunes.

The standards that informed the development of this packet are:

Common Core Math:

- HSA-SSE.A.1
- HSA-REI.B.3
- HSF.LE.A.3

Common Core Social Studies:

- RH.9-10.3
- RH.9-10.6

Common Core English Language Arts:

- CCW.9-10.1
- CCW.9-10.7
- CCW.9-10.9
- CCRI.9-10.9

Common Core Science & Technical Subjects:

- RST.9-10.7
- WHST.9-10.9

Art

- Anchor Standard 1
- Anchor Standard 4
- Anchor Standard 6

Physical Education

- National Standard 1
- National Standard 5

9th – 10th grade • English Level 2

LEARNING PACKET #3



Theme: Finding Your Voice

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet: “Finding Your Voice” In this packet, students will be exploring a variety of different ways that they can express their opinion. This packet is centered around current issues and the 2020 Presidential election. Students will learn comparative and superlative language to help them express their opinion based on facts. At the end of the week, they will write an opinion paper about who they would vote for in the 2020 Presidential election.

We hope that these activities will enhance your child’s learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Morgan Spanel**
in collaboration with Aaron Johnson and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

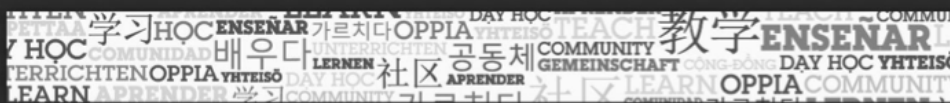
También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Paquete: "Encontrando tu voz".** En este paquete, los estudiantes explorarán una variedad de formas diferentes en las que pueden expresar su opinión. Este paquete se centra en los problemas actuales y las elecciones presidenciales de 2020. Los estudiantes aprenderán un lenguaje comparativo y superlativo para ayudarlos a expresar su opinión basada en hechos. Al final de la semana, escribirán un documento de opinión sobre por quién votarían en las elecciones presidenciales de 2020.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

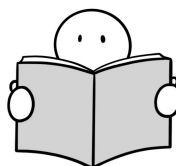
We'd love to see what you've done with this packet!



Instructions Key



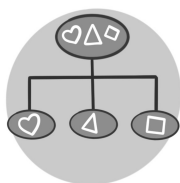
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



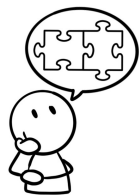
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy


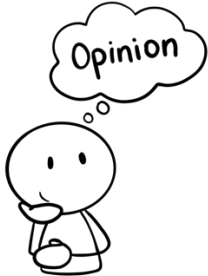

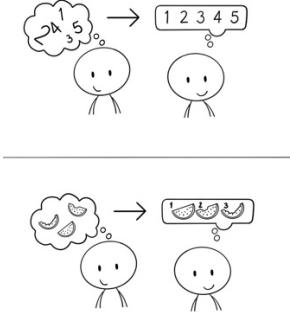



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

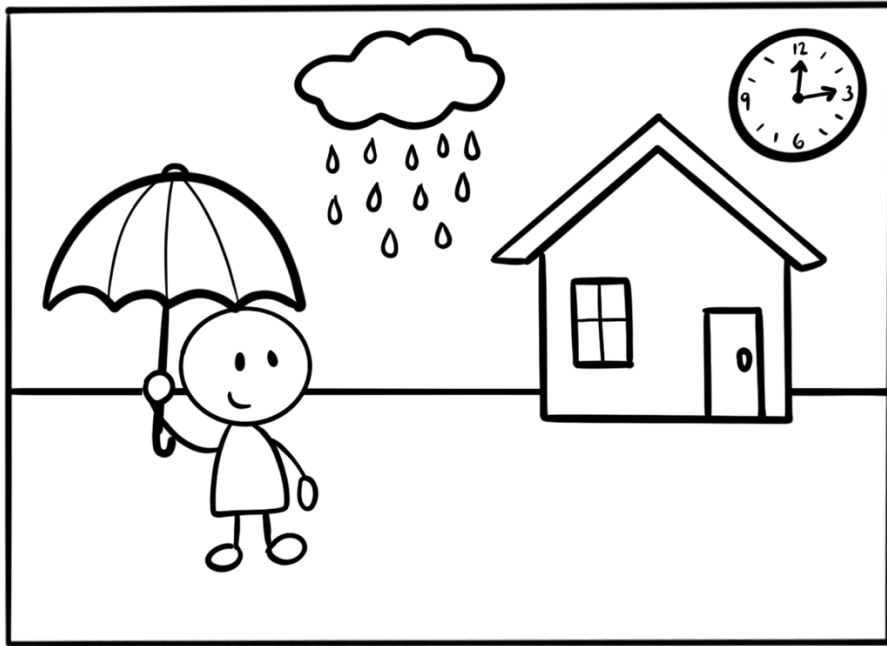


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

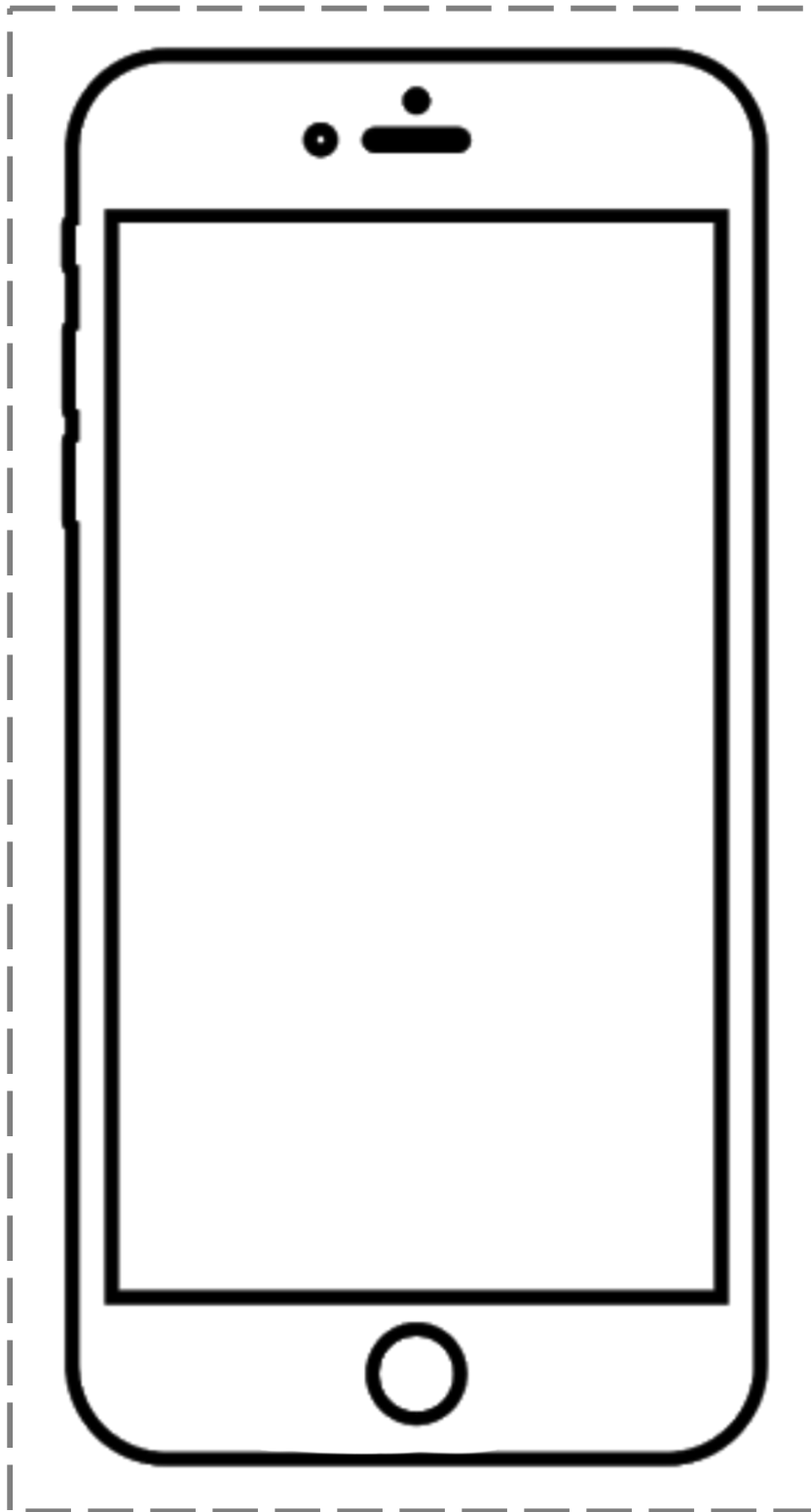


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

Finding Your Voice, Week 2

Defending Your Opinion



Everyone has an opinion. People have opinions on everything from their favorite food to whether or not we should recycle. It is important to understand your own opinion and be able to defend it in a conversation.

An opinion about your favorite food is usually based on *preference*. A person's opinion on recycling is usually based on *facts*. Either way, it is important to know **why** you have your opinion.

Let's practice:

What is your favorite food? _____

Why? _____

You probably said, "_____ is my favorite food because it is delicious." Or, "_____ is my favorite food because it reminds me of my mom." You gave a reason to explain why that food is your favorite. This would be an example of your *preference*.

What are some other things you could have a *preference* for?

When an opinion is based on *facts*, it is important that you know the facts that support your opinion. If you are taller than your brother, it is **not** your opinion that you are taller. That is a fact, it can be proven by the two of you standing next to each other. It **is** your opinion if you believe that you will be taller than your brother in the future. You are both still growing and you are taller today, but may not be in the future.

Opinions based on facts are often used when comparing opinions. For example, if you think LeBron James is the best basketball player ever but your friend thinks Kobe Bryant is the best basketball player ever. There are many facts to support each opinion. Kobe Bryant has won five championships. LeBron James has only won three. On the other hand, LeBron James has been MVP (most valuable player) four times. Kobe Bryant only had this title one time. Either opinion is correct, as long as you have the facts to support your opinion. "Because I said so" is not a good support for your opinion.

Finding Your Voice Week 2

Who do you think is the better basketball player?

Read through the following information table about LeBron James and Kobe Bryant. Use the information to help decide who you think is the better basketball player. You will need to use **compare and contrast** language to write your response.

LeBron James 	Basketball Statistic 	Kobe Bryant 
1	Rookie of the Year (best player their first year in the NBA)	0
17 years (still playing)	Years playing basketball in the NBA	20 years
3 Championships	NBA Championships won	5 Championships
4 times	Voted MVP (most valuable player) for the NBA	1 time
27.2 points per game	Average number of points scored per game	25.0 points per game
6 times	Voted onto the All-Defensive NBA Team (played the best defense)	12 times

Compare and contrast language is used when you are explaining the similarities and differences between two or more things. Comparing is explaining the similarities, things that are the same. Contrasting is explaining the differences. Before you can develop an opinion, you need to compare and contrast the ideas or items.

Compare and contrast LeBron James and Kobe Bryant:

Finding Your Voice Week 2

Identifying Compare and Contrast Language

Read the following opinion article and identify the compare and contrast being used. Circle all of the words used to compare. Underline all of the words used to contrast.

There are many great basketball players that have played in the NBA. Some of the best players have been Michael Jordan, Larry Bird, or Steph Curry. I think the best players are LeBron James and Kobe Bryant. Both LeBron James and Kobe Bryant have had long, successful careers in the NBA. Even though Kobe Bryant has played longer than LeBron James, LeBron James is still playing.

One important difference between Kobe and LeBron is the number of championship games they have won. Kobe Bryant has won five championships but LeBron James has won three championships. Kobe's teams have been more successful than LeBron's.

Similar to Kobe, LeBron has been voted onto the NBA All-Defense team. They both play really good defense. In addition, they both have been voted as the MVP (most valuable player) for the entire NBA.

Even though there are a lot of similarities between these two players, I think LeBron James is a better basketball player. Kobe scores a lot of points each game but LeBron scores more points. Most importantly, LeBron has been named MVP more times than Kobe.

What compare and contrast language did you find?

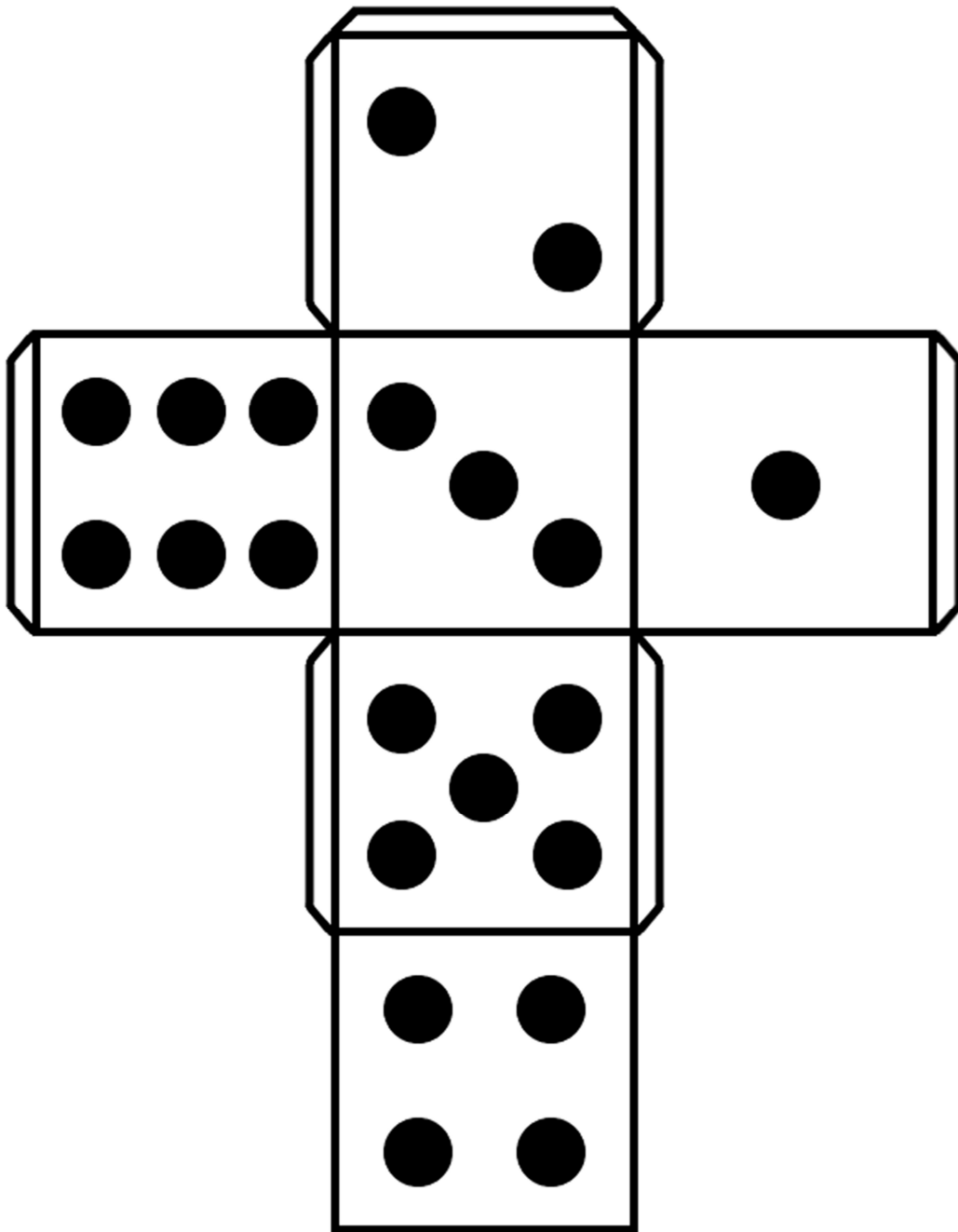
Compare Words/Phrases	Contrast Words/Phrases

Using the words you found write 2 sentences comparing soccer and basketball. Then, write 2 sentences contrasting summer and winter.

Compare:

Contrast:

Cut this out to make a dice.
Use this dice activities this week.









“Finding Your Voice, Week 2”
Practicing Compare & Contrast Words and Phrases

Use the dice you made to play this compare and contrast game with your family.

Rules:

1. Get 2-4 players
2. Take turns rolling the dice
3. On your turn, make a sentence with the compare or contrast word or phrase
4. The person who went before you gets to choose what two items or ideas you are comparing

Dice Roll	Compare Word or Phrase
	_____ is _____ but _____ is _____.
	Both _____ and _____ are _____.
	Even though _____ is _____, _____ is _____.
	_____ and _____ both have _____.
	_____ is _____ however _____ is _____.
	Your Choice!

Day 2

Finding Your Voice, Week 2

Pro & Con Language

Opinions are based on facts and preferences. We then compare and contrast the facts to determine and support our opinion. Sometimes determining our opinion is difficult. There are positive and good facts on both sides. For these situations or topics, we want to use pro and con language to **justify** our opinion.

One example of a situation that would require you to use pro and con language to **justify** your opinion is whether or not to live in the city. Do you live in the city? Or, do you live in a small town? There are many good things (pros) and bad things (cons) about living in the city.

Fill in the following chart with pros and cons for living in the city.

Pros (good things) about living in the city	Cons (bad things) about living in the city
-lots of stores	-too many people at the stores

Is there a pattern to your pros and cons? These would be the *arguments* or main topics people would talk about.

Arguments:

Ex. Availability of stores

Finding Your Voice, Week 2

Read through the pro and con article about having a pet. For each argument, put a star ★ next to the side you agree with. (Pro or con)

Is your pet really your best friend?



Argument 1: Is being a pet good for the animal?

Pro: Animals need food, water, and a place to live. Pet owners provide their animals these essential things. Too many animals starve to death or die because they do not have a home. Pet owners take care of their animals. People feed pets, love them, and take them to the veterinarian when they are sick. Being kept as pets is good for animals.

Con: Some pet owners hurt their pets. They hit or kick them. Some people decide that they do not want their pet anymore and leave the animal outside without food, water, or a place to live. Some pet owners put their animals in cages that are too small. Being a pet can be a terrible life for an animal.

Argument 2: Is having a pet good for the people?

Pro: People say a dog is a man's best friend but cats, birds, hamsters, and even fish make great friends, too! A pet is a great friend because it is cute, lovable, and fun to play with. A pet that is loved and taken care of will love its owner back. Even a pet that you can't run around and play with is fun to watch and take care of.

Con: Sometimes it seems like people care more about animals than people. Some Americans go hungry while most pets are fed fancy, expensive food. Most pet owners buy collars, brushes, dishes, leashes, toys, and cages for their pets. When a pet gets sick, the owner must pay for the veterinary and medicine. Pet owners spend too much money on their pets and that money should go to helping people instead.



Argument 3: Do animals and humans help each other?

Pro: Pets can be great friends to everyone, but that's not all. They can also help sick children in hospitals and grown-ups in nursing homes feel better. Some hospitals and nursing homes have dogs and cats come to visit. Playing with these animals makes the hospital less scary for young children. Cuddling and holding a puppy or kitten can make an older person in a nursing home smile. Pets are great friends, and they can also help sick people feel better.

Con: Each year thousands of puppies come from puppy mills, places where owners overbreed dogs and have too many puppies. They overbreed dogs and other animals hoping to sell them all for a lot of money. Overbred animals often have health problems. Some are blind or deaf. Some have bad hearts, hip problems, or brain damage. Some breeders take sick dogs to animal shelters or put them to sleep. If people were not buying pets, breeders would not be able to overbreed them.

Argument 4: Do pets have rights?

Pro: Some animals that are kept as pets also have jobs that they work. Dogs can be trained to work with other animals like herding sheep and catching mice. Other animals have jobs to find bombs, guard houses, and help blind people get around. Horses that work by carrying or pulling loads are often thought of as pets by their owners. Pet birds can be trained to deliver important messages to other people.

Con: Animals should be free. Animals kept as pets are not free. It is cruel to keep dogs, cats, birds, fish, rabbits, or any other animals indoors, in cages, or away from their natural habitats. Most dogs and cats are kept indoors. Most wild dogs roam in packs, and pet dogs would act this way too, if they were free. Cats are natural hunters that prowl around hunting when given the chance. Birds are meant to fly, but most pet birds are kept in tiny cages. Fish should be free to swim in ponds, lakes, or oceans but most pet fish are kept in small bowls or tanks. Living in a cage or a bowl your whole life would be very lonely. Animals should be free and not kept as pets.

Owning a pet is hard work. A pet owner must remember to feed and clean the animal and to bring it to the vet for checkups. Owning a pet teaches a person responsibility, which is an important quality. Having a pet is also educational. Pet owners learn what different animals eat, when they sleep, and how they act. They might even get to see their pet have babies. Owning a pet is a science lesson every day. Taking care of a pet teaches responsibility and it's educational.

Finding Your Voice, Week 2

"Is your pet really your best friend?" Graphic Organizer

Complete the graphic organizer below with your thoughts about each argument for having a pet.

When choosing the *best evidence*, look back at the paragraph you starred, what small piece of information do you think is most important?

Argument	Best evidence	My Opinion
Is being a pet good for the animal? Are you for (pro) or against (con) this argument?		I think being a pet is _____ for the animal because _____
Is having a pet good for the people? Are you for (pro) or against (con) this argument		
Do animals and humans help each other? Are you for (pro) or against (con) this argument		
Do pets have rights? Are you for (pro) or against (con) this argument		

Finding Your Voice, Week 2

Read through the pro and con article about having a pet. For each argument, put a star ★ next to the side you agree with. (Pro or con)

Is your pet really your best friend?



Argument 1: Is being a pet good for the animal?

Pro: Animals need food, water, and a place to live. Pet owners provide their animals these essential things. Too many animals starve to death or die because they do not have a home. Pet owners take care of their animals. People feed pets, love them, and take them to the veterinarian when they are sick. Being kept as pets is good for animals.

Con: Some pet owners hurt their pets. They hit or kick them. Some people decide that they do not want their pet anymore and leave the animal outside without food, water, or a place to live. Some pet owners put their animals in cages that are too small. Being a pet can be a terrible life for an animal.

Argument 2: Is having a pet good for the people?

Pro: People say a dog is a man's best friend but cats, birds, hamsters, and even fish make great friends, too! A pet is a great friend because it is cute, lovable, and fun to play with. A pet that is loved and taken care of will love its owner back. Even a pet that you can't run around and play with is fun to watch and take care of.

Con: Sometimes it seems like people care more about animals than people. Some Americans go hungry while most pets are fed fancy, expensive food. Most pet owners buy collars, brushes, dishes, leashes, toys, and cages for their pets. When a pet gets sick, the owner must pay for the veterinary and medicine. Pet owners spend too much money on their pets and that money should go to helping people instead.



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Day 3

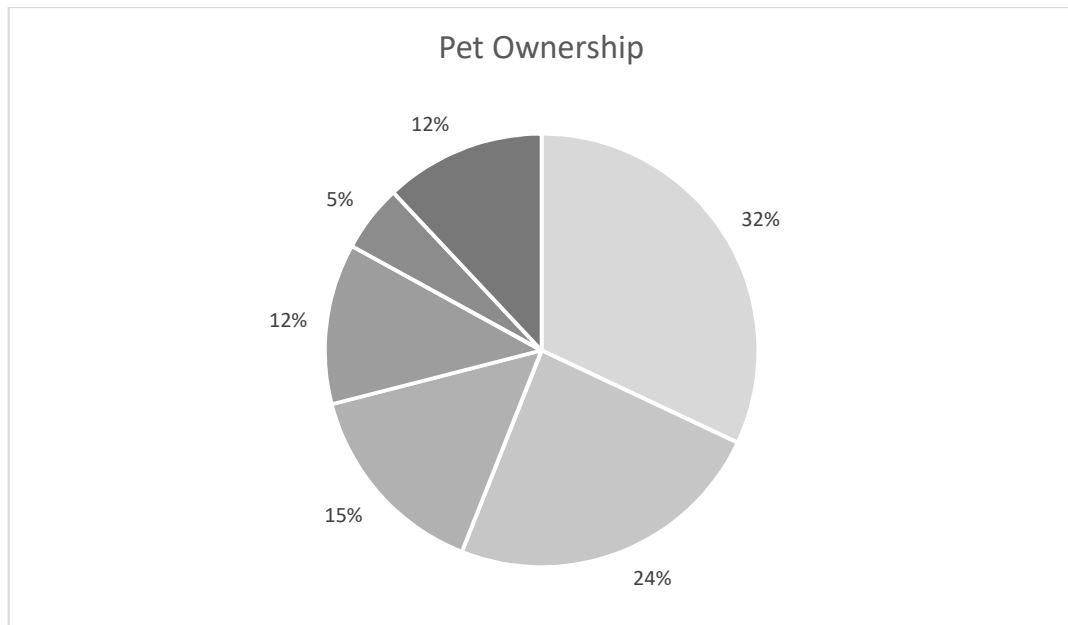
Finding Your Voice, Week 2

Pet Ownership

Read through the following information about pet ownership. Use the information to label the circle graph below.

1. The number of cat and dog owners makes up more than 50% of all pet ownership.
2. Because of their size and cost, horses are the least popular pet.
3. Many people own animals that are small and can live in cages. In fact, 39% of people own birds, fish, and other small animals like mice.
4. An equal number of people own fish and other small animals.
5. Twice as many people who own fish and other small animals, own cats.

Label each part of the pie graph below with the pet type: bird, cat, dog, fish, horse, and small animals:



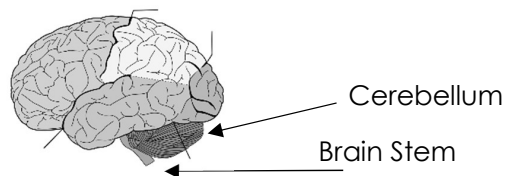
Finding Your Voice, Week 2
The Science Behind Decision Making and Preferences



Read the following article about how the human brain helps us make decisions and determine our preferences.

Hamburgers or pizza? Soccer or basketball? Movies or books? We make thousands of decisions or choices every day. Some decisions are made without too much thinking, should I go to the bathroom. Other decisions require a bit more thought, what am I going to eat for dinner.

Our brains are the control center for our body. Our brain is making decisions for us every second of the day, even when we are sleeping. The **brain stem** is responsible for our most basic functions. The **brain stem** helps us breathe, keeps our heart pumping blood, and even tells our intestines to digest the food we eat. These things happen without any effort.



Our brain sends messages to our brain using neurons. Neurons are like tiny messengers that send information through our body. The brain stem sends messages without us knowing. The **cerebellum** is located right above the brain stem. Our **cerebellum** controls a lot of muscles and bones. Do you have good balance? Can you stand on one foot? That is your cerebellum at work! If you want to get stronger or run faster, you are asking your cerebellum to send messages to your muscles and bones to do more work.

Scientists believe that humans have the most developed brains of all animals on Earth. The reason for this is because humans have a **cerebrum**. The **cerebrum** is the largest part of the human brain. It controls our sight, hearing, speaking, and our emotions. Our short term and long term memory is also located in the **cerebrum**. This part of the brain is where our **frontal cortex** is located.

What kind of decisions are easy for you to make?

What kind of decisions are hard for you to make?

Brain stem – the lowest part of our brain, it connects the brain to our spinal cord.

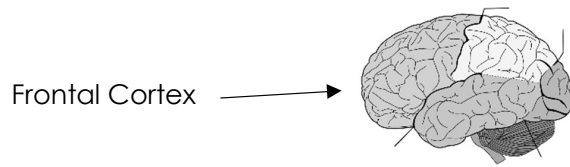
What is an example of using your brain stem?

Cerebellum – the back of our brain. It sends messages to our muscles and bones.

What is an example of using your cerebellum?

Cerebrum – the largest part of our brain.

What is an example of using your cerebrum?



The **frontal cortex** is the most developed part of our brain. It is the part of our brain that allows us to have higher level thinking. Our **frontal cortex** allows us to feel our emotions and be creative. Most importantly, in our **frontal cortex** is where we make decisions.

The frontal cortex uses our *memories* and *preferences* to make decisions. For example, if you prefer sweet food and remember that the last time you ate sweet food you got a stomach ache, your frontal cortex would help you decide NOT to eat sweet food. If you do not have a memory or preference, it is difficult to make a decision. In this case, you need to learn the good things (pros) and bad things (cons) about the situation so you can make a decision.

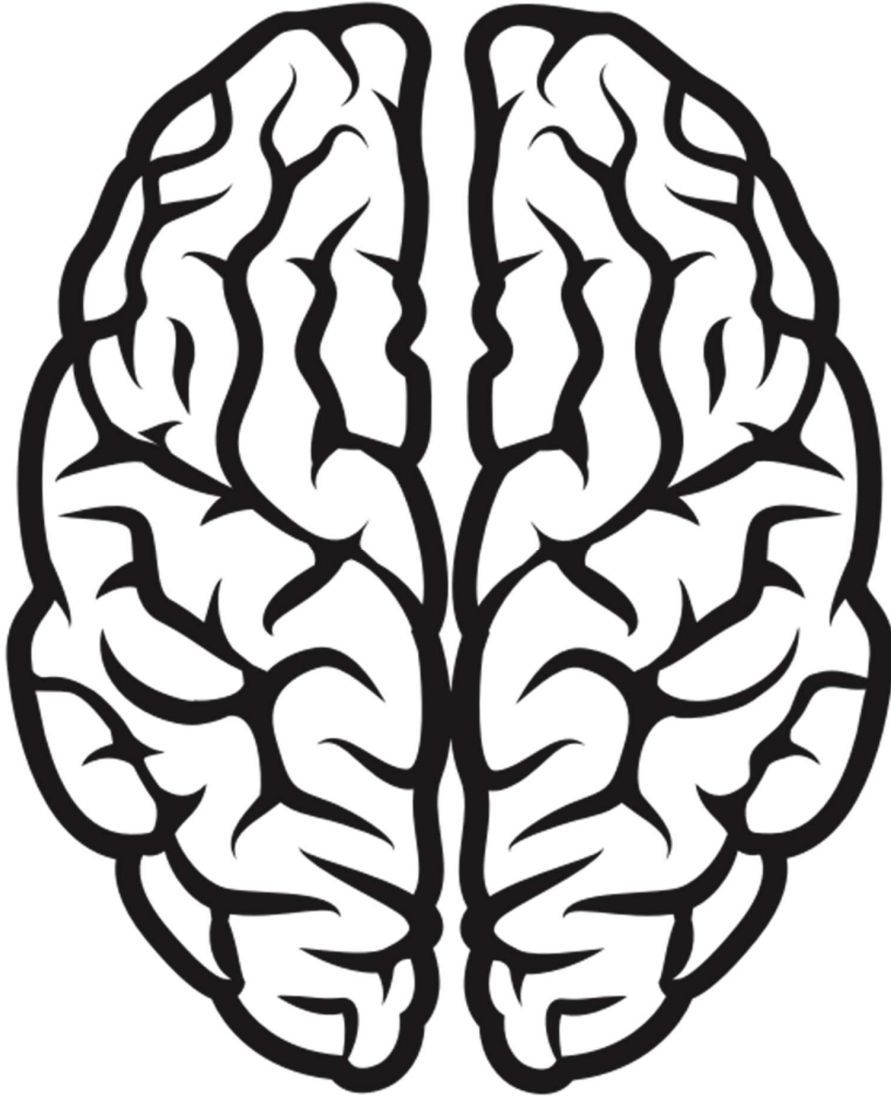
Have you ever had a memory that changed your preference? What was it?

Which part of the brain do you think is most important? Why?

Finding Your Voice, Week 2

What's in YOUR brain?

You just read about how our brain controls everything we do. Many people use the image of the brain as a way to express who they are. Use this brain outline to color, draw, and write how your brain has shaped who you are!





Day 4

Finding Your Voice, Week 2

Pro & Con Language

It is important to use strong language when convincing people to agree with your point of view. More importantly, it needs to be clear what is a fact and what is an opinion.

Examples:

Fact: The data shows that McDonald's is the most popular fast food restaurant.

Opinion: My friends and I think that Wendy's is better than McDonald's.

Read through the following statements and determine if they are a fact or an opinion.

1. Scientists have found that the population of mountain gorillas has grown 25% in the past 15 years. _____
2. People from Wisconsin believe they make the best cheese. _____
3. My mom says eating fruit every day is good for my skin. _____
4. According to the data, 13% of Americans speak Spanish. _____
5. I think the most important meal of the day is dinner. _____
6. Experts agree that plants grow best when they are in the sunshine. _____
7. Everyone I know thinks that football is better than soccer. _____
8. Survey results show that the Galaxy phone is more popular than the iPhone. _____

Determining a fact or an opinion has a lot to do with where the information came from. Go back to the sentences above, circle the language that shows it is a fact and underline the information that shows it is an opinion.

Example:

Fact: The data shows that McDonald's is the most popular fast food restaurant.

Opinion: My friends and I think that Wendy's is better than McDonald's.

School Uniforms	<ul style="list-style-type: none"> • 21% of all schools in the United States require students to wear a uniform to school. • School uniforms increase students' pride in their school. • On average, school uniforms save families \$54 dollars per year on clothes. • School uniforms have not been proven to reduce school violence or bullying. 	
Ocean Quality	<ul style="list-style-type: none"> • 97% of the Earth's water is located in the ocean. • Plastic trash in the ocean kills 1 million birds, 100,000 sea mammals, and a large number of fish each year. • More than 3.5 billion people depend on the ocean for their food. • In the last 20 years, more than 600,000 barrels of oil have been spilled into the ocean. 	
Lower the Voting Age to 16 (it is 18 now)	<ul style="list-style-type: none"> • Many 16 and 17 year old people have jobs and have to take care of their families so are impacted by laws. • In court, 16 and 17 year olds are often tried as adults for a crime. • 16 and 17 year olds need to develop the habit of voting. • 16 and 17 year olds are learning about civic responsibility in school. 	
Video Game Violence	<ul style="list-style-type: none"> • Approximately 97% of kids ages 12-17 play video games. • 50% of the most popular video games have images of violence. • The number of school shootings has increased with the increase in violent video games. • Not enough evidence to show a direct link between violent video games and people being violent. 	

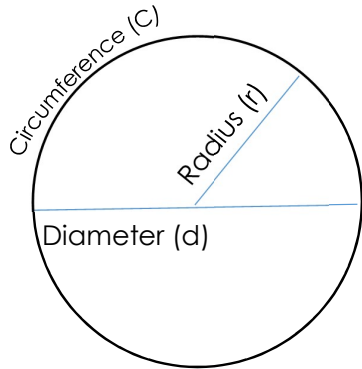
Which of these issues do you feel is most important? _____

Why?

Finding Your Voice, Week 2

Measuring Circles

Use the examples below to calculate the circumference, diameter, and radius of the following circles.



Circumference – distance **around** the circle

$$C = 2\pi r$$

Diameter – distance **across** the circle

$$d = 2r$$

Radius – half of the distance **across** the circle

When calculating the circumference, diameter, and radius of a circle, you need to use the mathematical symbol π (pi). π represents the number $22 \div 7$ or 3.14159.

Example: What is the circumference of a circle, if the radius is 3 inches?

$$C = 2\pi r$$

$$C = 2(3.14159) \times 3$$

$$C = 6.28318 \times 3$$

$$C = 18.849 \text{ inches.}$$

1. If the radius of a circle is 7.5 cm, what is the diameter?
2. What is the circumference of a circle, if the diameter is 35 miles?
3. The diameter of a circle is feet, what is the radius?
4. The circle has a radius of 5 cm, what is the circumference?
5. The circumference of a circle is 78 inches, what is the diameter?



Day 5

Finding Your Voice, Week 2

Standing Up for What You Believe

What is an issue that you are very passionate about? Are other people in your community passionate about it too?

Write a statement about the issue you are you have a strong opinion about:

Walk around your neighborhood and ask people what they think about your opinion. Do they agree? Disagree? What is their opinion?

Neighbor	Do they Agree?	What is their opinion?

Finding Your Voice, Week 2

Journal: Write an essay supporting your opinion on your chosen issue. Be sure to include both facts and opinions as well as the language to support each.

[illegible]

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Nebraska
Lincoln®

Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 1 pound = 16 ounces

TIME

1 year = 365 days
 1 year = 12 months
 1 year = 52 weeks
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds



ICMEE is housed within:

